

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Katherine Boice

Official School Name: St. Paul's Catholic School-Jacksonville Beach

School Mailing Address: 428 2nd Avenue North
Jacksonville Beach, FL 32250-5597

County: Duval State School Code Number: N/A

Telephone: (904) 249-5934 E-mail: stpaulsb@bellsouth.net

Fax: (904) 241-2911 Web URL: www.StPaulsCatholicSchool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Patricia Bronsard Superintendent e-mail: pbronsard@dosafll.com

District Name: Diocese of St. Augustine District Phone: (904) 260-3200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Theresa Merriam

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 12

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	36	46	82		6	28	31	59
K	29	28	57		7	20	36	56
1	37	27	64		8	24	30	54
2	34	22	56		9	0	0	0
3	39	20	59		10	0	0	0
4	27	33	60		11	0	0	0
5	27	34	61		12	0	0	0
Total in Applying School:								608

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	5
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	583
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 16%
 Total number of students who qualify: 98

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

St. Paul's Catholic School does not participate in a free and reduced-price meals program nor does it record family income levels. However, SPCS has a number of students receiving Step Up for Students scholarships. Step Up for Students is a Florida tax credit scholarship program for families whose income is at or below poverty level. St. Paul's does send home a confidential income questionnaire with all students (PreK through 8) and the results of that questionnaire allow the school to estimate the percentage of students who would qualify for free lunch. SPCS does not have ten students in any one grade level 3-8 that qualify for free or reduced lunch.

10. Percent of students receiving special education services: 3%
 Total number of students served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>21</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>36</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 29:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	99%	98%	98%	98%	97%
Teacher turnover rate	6%	9%	9%	9%	6%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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The mission of the St. Paul's Catholic School community is to provide an environment where the Gospel message and teachings of the Catholic Church are woven throughout a quality education. The mission epitomizes the spirit felt by all who visit this school. This rich heritage came from the Sisters of St. Benedict, who initially came to teach religion on Saturday mornings. This influence was so powerful, the parish was prompted to build a parochial school, one of the most modern of that era. Founded in 1948, SPCS has been the mainstay in Jacksonville Beach for 60 years. The long-standing traditions such as the strong academics, the plaid uniform, weekly family school Mass, the community carnival, and rummage sale promulgated a presence in the community. Enrollment grew annually, as its reputation spread throughout the beaches area. St. Paul's vision encompasses open communication and mutual respect, service to others, and recognition of each child as an individual capable of learning. SPCS instills children with a strong sense of responsibility for learning, provides a variety of technological and educational approaches, and works to instill in students a desire to put forth a personal best effort to achieve academic excellence.

SPCS administers the *Iowa Test of Basic Skills (ITBS)* in the fall each year. The most recent composite scores for 3rd through 8th grade are above the required percentile of national norms in both math and reading at all grade levels, placing SPCS in the top 10% of the schools in the nation. Parents continually thank St. Paul's for how well students are prepared to meet the demands of high school. The high percentage (89%) of SPCS students receiving senior awards at the local Catholic high school is indicative of the success of SPCS's academic program. Today, students and graduates assume leadership positions in school as well as in the community, continually striving to become outstanding citizens of future generations.

The school serves 608 children, pre-kindergarten through eighth grade, from two different counties and two Catholic parishes. All teachers are certified in the subject area or grade level taught, as required by the guidelines of the State of Florida Department of Education, and SPCS is accredited by the Florida Catholic Conference. All enrichment teachers meet or exceed qualifications as well. Twenty of the twenty-eight full time faculty members have served St. Paul's for over 20 years. Morale is high and the spirit of collegiality and sense of community is strong. SPCS's excellent, highly qualified faculty and staff work tirelessly alongside dedicated parent volunteers who are the backbone of SPCS. Anyone visiting the school would see parents selling SCRIP gift cards, reading to students, sharing artwork as Picture Lady, and monitoring (playground, cafeteria) as volunteers. What sets St. Paul's apart is the commitment of the "Dads". Over 120 dads and grandfathers are participating members of DADS Club! Total school volunteer hours exceeded 17,000 in 2009-2010! This tripod of students, faculty and parents creates a place where faith and knowledge intertwine, the ultimate goal of SPCS.

The campus of St. Paul's spans several city blocks in Jacksonville Beach, Florida. After several additions and renovations, SPCS has expanded to two classrooms per grade. SPCS is the only school in the diocese with all 18 classrooms equipped with mounted LCD projectors and *Smart Boards* as well as document cameras. The campus also includes a computer lab, science lab, reading lab, *Accelerated Math* lab, library, gymnasium, and five enrichment classrooms. Three portables provide classrooms for pre-kindergarten.

From the time a student enters St. Paul's Catholic School, it becomes a second home and the center of spiritual formation, social involvement, and athletic endeavors. Many parents comment children have literally grown up in the four block radius. This contributes greatly to the alumni who feel very comfortable returning and giving back to the parish. Students at St. Paul's are involved in many activities in addition to classroom academics. Sixty-nine percent of the student body participates in one or more activities which include cross country, basketball, softball, soccer, volleyball and cheerleading. Twenty-eight percent participate in Odyssey of the Mind competitions providing students with creative thinking skills that can be used for a lifetime. Eighty-seven percent of the student body have participated in a DADS Club Activity such as the Halloween Camp Out, Father/Daughter Dance or

Fishing at the Pier. Sixty-one percent attend the summer sports camp and fifty-one percent participate in the Beaches Basketball League for grades K-5.

The after-school program provides supervised play time, computer lab time, chess club, study halls, and tutoring by students in the National Junior Honor Society. St. Paul's is the only school in the diocese to offer summer school allowing students the opportunity to increase achievement in reading, math, science, and social studies.

1. Assessment Results:

St. Paul's Catholic School (SPCS) assesses reading, language, and mathematics achievement in grades 3-8 with the *Iowa Test of Basic Skills (ITBS)* in the month of October. Students in grades four, six, and eight are also tested in science, social studies, and sources of information. The data is compiled into an ongoing longitudinal study. The percentile scores from this yearly instrument are invaluable for identifying achievement trends as well as to evaluate the methods, materials, and/or resources which enable SPCS to pinpoint areas of strengths and relative weaknesses in the curriculum.

An analysis of performance, as well as academic strengths and weaknesses, revealed that St. Paul's *ITBS* reading and math scores at each grade level have been consistently in the top ten percent of the nation for the past five years with the exception of the October 2005 sixth grade math score of 71 and the 2009 sixth grade math score of 72, both slightly below the 90th percentile but well above the 85th. SPCS remains solidly in the top 15% of the nation. Mathematics is comprised of tests in concepts and problem solving, estimation, and computation. Analysis indicates that St. Paul's students score consistently higher when compared to other diocesan schools and the province. Teachers were very encouraged when declining computation scores soared in some grade levels by as much as ten to twenty percentage points after the implementation of the Accelerated Math program. In addition, due to the addition of the voluntary pre-kindergarten program at St. Paul's, signs of increased academic achievement in the areas of reading and math at the third grade level are now being seen as the first fully enrolled class of VPK entered the 3rd grade in 2009-10. The 3rd grade reading average has risen from a score of 83 in 2005-06 to 89 in 2009-10. The math average in 3rd grade has risen from 72 in 2005-06 to 79 in 2009-10.

SPCS's traditionally high reading scores remained firmly rooted in the top ten national percentile. Reading includes individual tests in vocabulary and comprehension. SPCS attributes the fact no student scores in the lower quartile of the *ITBS* test battery to the presence of classroom assistants in grades K-8, providing that extra set of hands to help struggling students. Assistants help teachers provide timely feedback for class work and assessments. Reading aloud to students, independent reading, individual student choice of reading materials through *Accelerated Reader*, teaching reading as a process (Reading as Thinking), and high quality assessments aligned with the curriculum positively impacts student achievement. Most of the grade level cohorts have consistently scored above the 90th percentile over the past five years and none have shown significant losses.

Another study plots the national percentile earned by each class on the *CoGat*, a group test of abilities published by Riverside, Iowa's publisher. A comparison of the *CoGat* and the *ITBS* scores suggests that the students are performing better than the prediction of the *CoGat*. This is attributed to the school climate, common expectations, and the support of these standards by the students' parents.

The assessment results have a far-reaching impact for students of SPCS affording them the opportunity to sit for *SAT* and *ACT* exams as early as 7th grade, via the *Duke Talent Identification Program (TIP)*. Middle school *TIP*-program students are also eligible to attend the *Young Leadership Conference* in Washington, DC. This past summer two SPCS students attended the conference.

2. Using Assessment Results:

Using the last three years of *ITBS* scores for grades 3-8, teachers identified those students scoring 60th percentile and below in reading and math. Summer packets were created by the teacher for parents of those students warranting summer interventions. In the fall of 2008, 2009, and 2010, teachers determined areas of strength and weakness in each of the sub-skill categories for reading and math. Based upon the information found, each teacher developed revised lesson plans to address the weaknesses found in each

of the sub-skill categories. Students scoring 60th percentile and below in reading attend small group or one-on-one sessions with an academic coach for reading during the school year. Students scoring 60th percentile and below in math receive individual help during the day in *Accelerated Math* lab and may be required to attend *Accelerated Math* Camp after school one to two days per week as well.

The School Improvement Plan (SIP) became a school-wide initiative to improve the performance of all students placing at or below the 60th percentile in math and reading. Once SIP students were identified, resources were aligned to address weaknesses in respective skill categories. Teachers then attended a training workshop enabling them to interpret test results that are published on Riverside Publishing's Interactive Results Manager (IRM) website. The Learning Style Inventory administered in the middle school to assess preferred learning modalities revealed that 80% of the students preferred to learn visually. This information spurred many technological advances in classrooms, including *Smart Boards*, document cameras, interactive hand held response systems, and additional *Accelerated Math* stations.

Teachers hold grade-level meetings to determine whether assessments in reading and math correlate with diocesan curriculum objectives. High quality mid-term and end-of-year assessments have been developed and students use *Senteo* Response clickers to electronically record responses. With new technology, such as the interactive hand held response systems, immediate feedback is provided for students, one of the best ways to increase student achievement. The teacher is able to address problem areas upon the completion of the test before the student leaves the classroom. Teachers meet as departments (Pre-Kindergarten and Kindergarten; Grades 1 and 2; Grades 3, 4, and 5; and Grades 6, 7, and 8). The department meetings focus upon an individualized teaching plan for those students scoring 60th percentile and below on the *ITBS* in math and reading. Departmental discussions focus upon student achievement data.

3. Communicating Assessment Results:

Students receive *ITBS* scores with the report card during parent-teacher-student conferences each January. At that time, the student's teacher explains the test results and how the results will aid in developing a personalized instruction plan. Teachers are able to help parents understand the scoring information which is sometimes difficult to fully comprehend.

During testing, teachers monitored and recorded individual students' times of *ITBS* test section completion as well as specific notes regarding each student. When the results of the *ITBS* are shared with parents, this data has been helpful in determining if students used time wisely. *ITBS* scores are also published in the Voice of Boice School Newsletter and as an insert in the school's brochure. A copy of the *ITBS* results is also sent to the Diocesan Department of Education for review. A comparison graph is generated by the diocese showing SPCS norms in relation to the other diocesan schools as well as the province (state). The principal provides this information to the School Board for analysis.

The Church bulletin, The Weekly Wave, the Voice of Boice monthly newsletter, and the school's website with a direct link to the diocese of St. Augustine are the communication tools used to inform the community about results. In addition, each year the results are reported to the local newspaper showcasing St. Paul's continued dedication to academic excellence.

Students and parents are able to visit the class web pages to obtain homework assignments, classroom information, and access links to internet sites relevant to classroom instruction. In addition, parents are able to email teachers directly with questions. As a result, students are held accountable. The children also carry a date planner assignment book, and are taught at an early age to write down assignments and due dates. Parents expect students to responsibly manage the planner and have embraced the web-based information system to stay up-to-date on the child's current grades. Student writing portfolios are used across all grade levels and travel from one grade level to another monitoring achievement in the area of writing. Middle School students utilize a 32 -laptop mobile lab with flash drives to develop an E-portfolio. A parent does not have to wait until a set date for "progress reports" to assess a child's

progress. The information is up-to-date and available at all times via Edline, a direct link to the teacher's grade book.

4. Sharing Lessons Learned:

SPCS was one of the first to successfully complete the new Florida Catholic Conference accreditation process enabling SPCS to serve as a resource for other diocesan schools. During diocesan in-service days, teacher break-out groups contributed best practice lessons and demonstrated teaching methods. Seventy one percent of SPCS teachers were regular facilitators at these sessions or served on curriculum committees.

SPCS Art Festival ranks as one of the most popular activities of the school year. The Art Fest celebrates the art, music, food, and culture of another country. Students enjoy visiting artists and performers and are engaged in producing a wide variety of arts and crafts. After its premier at SPCS, the National Junior Honor Society, and the Student Government Association take the art festival on the road to a deserving sister school in the inner city.

SPCS students have a high profile in the community as participants in a wide variety of charitable causes. For example, students stocked the pantry for the annual Catholic Charities Food Drive and prepared 145 Thanksgiving Baskets for the St. Vincent DePaul Society to help feed the hungry in the beaches community. The students are civic-minded young people.

The Principal of SPCS serves on the Diocesan Advisory Board and in addition, has taken on the responsibility of the Marketing Chairperson for the diocese. Since St. Paul's is fortunate enough to have a Development Director, the committee has received templates of brochures, websites, welcome packets, and flyers created at St. Paul's and has shared those with all diocesan schools to help in the effort of managing enrollment. The goal at St. Paul's Catholic School is to share resources and experiences with other schools.

Alumni bulletin boards and Alumni Updates within St. Paul's Newsletters highlight academic and athletic achievements. Two of the 2007 graduates are among the 37 students in the Jacksonville area to be named National Merit Scholarship semi-finalists, among the top 1% of the nation. The majority of St. Paul's students attend four year universities and graduate schools. Former students have been accepted by Notre Dame, Davidson, Mercer, United States Naval Academy, Georgetown, Vassar, and Fordham. Recently, a 1998 graduate was also honored as a Fulbright Scholar. These alumni are making a difference in the world today.

1. Curriculum:

St. Paul's Catholic School provides a challenging educational program. The core areas of mathematics, language arts, and technology are covered in detail in questions 2, 3, and 4. Subject integration is documented in lesson plans listing numerous objectives achieved in a unit of instruction across disciplines.

Science

Students in grades K-3 study topics related to the scientific method, living and non-living things, health, earth and space, and physical science. By fifth grade, students are presenting weekly experiments designed to test various hypotheses. Middle School (6-8) students delve more deeply into Earth Science, Life Science, and Physical Science. Study guides, virtual labs, demonstrations, and science labs are used to promote student understanding. Students study nutrition in science to help them make healthy lifestyle choices. A visit from a NASA scientist brings hands-on items from actual space shuttles in preparation for a middle school trip to the Kennedy Space Center in February.

Social Studies

St. Paul's places emphasis upon human families in grades PK and K; home and school families in grade one; neighborhood and parish families in grade two; the local community in grade three; Florida, along with an introduction to geography in grade four; communities of the western hemisphere in grade five; communities of the eastern hemisphere in grade six; U.S. civilization: 1000 – post reconstruction in grade seven; and U.S. civilization: post reconstruction – present in grade eight. An appreciation of the contributions made by members of all nations since ancient times, a sense of "shared humanity" for diverse cultures, knowledge of the structure of the United States, world history, geographical awareness of the world at large, and of the understanding of how ideals, principles, and practices of citizenship have emerged over time and across cultures are instilled in students.

Art, Music and Drama

The Art department focuses the curriculum around the seven elements of design, which are the building blocks of painting, drawing, and sculpture. The goal is to instill these design elements from the beginning so students will clearly understand each of these terms and demonstrate the skills associated. Students attend a formal art class 45 minutes each week. Students enjoy working with clay now that a kiln is available in the classroom. The highlight of the year is the Art Fest which celebrates different cultures and artists from around the world.

Students of Music in grades kindergarten through grade four attend class 60 minutes per week. Students in grades five through eight attend music 45 minutes each week. In addition, students in grades three, four, and five have the opportunity to attend choir for an additional 45 minutes each week. The music teacher uses the publications *Music K-8* by Plank Road Publishing and *Music Express* by Hal Leonard Corporation as student resources. The children learn to sing songs in various meters, keys, genres, alone and with a group, becoming increasingly accurate in rhythm and pitch. Students also enjoy experimenting with a variety of instruments, reading and recognizing notes, and identifying symbols, terms, and music forms.

Middle school students in grades six, seven, and eight may choose to participate in drama 45 minutes per week. The drama teacher works with students weekly and performances are planned for each grade level. At every grade level in SPCS, projects and assignments help students become comfortable speaking in front of the class.

Physical Education and Nutrition

The Physical Education program of St. Paul's focuses upon movement, development of motor skills, and the learning of new skills. The students learn the benefits of regular participation in physical activity, and

demonstrate responsible personal and social behavior in physical activity. A variety of games, skills, and fitness activities are implemented at each grade level and emphasis is placed upon sportsmanship and leadership skills. Students attend physical education 90 minutes per week. In addition, students in grades kindergarten through eighth grade have daily recess for 15 to 20 minutes each day. Students of St. Paul's participate in the *President's Physical Fitness Program*. Nutrition programs are presented promoting healthy body/healthy mind.

Foreign Language

The Spanish program provides weekly instruction for all students in grades kindergarten through grade three for 60 minutes each week; grades four and five for 50 minutes each week; and 100 minutes each week for all students in grades six through eight. Observance of Spanish holidays and an appreciation of the Hispanic culture are emphasized through the use of stories, games, and audio-visual materials. The development of vocabulary and conversational skills are stressed in the first and second grades. Students in grades three through eight are provided instruction in reading, writing, and the mechanics of grammar. Each year SPCS celebrates a Spanish Mass with a Spanish speaking priest and a Spanish luncheon following.

2. Reading/English:

Language Arts

Language Arts at St. Paul's is based upon the diocesan language arts curriculum integrating the instruction of reading, writing, listening, and speaking into all grade-level objectives. Pre-kindergarten through second grade uses the *Saxon Phonics* program designed to develop phonemic awareness, phonics, and decoding skills. In addition, teachers address word-attack skills, spelling, vocabulary development, fluency, comprehension, listening, and speaking skills through the use of the *McMillan Mc-Graw Hill* series in grades K-5. Teachers encourage students to select reading material independently utilizing the *Accelerated Reader* Program in grades K-8. The *Loyola Voyages in English* series covers the conventions of grammar, usage, and syntax employed in Standard English in grades 3-8. The Middle School Literature teacher utilizes the *Prentice Hall* Silver, Bronze, and Copper editions as well as various trade book selections.

Utilization of the Interactive Results Manager, provided by Riverside Publishing, allowed the identification of students in grades three through eight scoring sixty percent or below in the area of reading on the *Iowa Test of Basic Skills* that would benefit from additional interventions to improve overall reading performance. These students are monitored closely throughout the school year. The full-time Academic Coach provides individual and small group assistance in reading and language development. The Academic Coach is trained in the *Linda Mood Bell* and *LIPS* programs which have proven to be very useful to students experiencing difficulty in reading.

All students in grades 6-8 participate in the *Modern Woodmen Oratorical Contest* annually.

The writing program at St. Paul's has been designed to focus upon an organizational, cohesive structure of writing. Teachers are implementing the *Six Traits of Writing* program in grades K-5 and through the use of a newly purchased 32-laptop mobile lab, are using the *Criterion Writing* Program in grades 6-8. Student writing portfolios (grades K-8) are used to help students improve writing skills and monitor student growth as well as to showcase students' best efforts from year to year.

St. Paul's strives to enable students to recognize the power of language and use that power ethically and creatively, to communicate effectively, to become fluent readers, writers, and speakers, to discern the difference between fact and conjecture, to enable the student to appreciate literature and diverse cultures, and to be at ease communicating in an increasingly technological world.

3. Mathematics:

Mathematics

St. Paul's classroom teachers have been participating in various professional development opportunities studying effective strategies for teaching mathematics in the classroom. Based upon what was learned, the decision was made to select a new math series for the 2010-11 school year. *Sadlier Math* is now used for students in grades K-8. The math series was selected based upon the alignment with the Diocesan math

curriculum and the emphasis placed upon the teaching of a four-step problem solving approach. Teachers also liked the emphasis that was placed upon place value, similar to *Singapore Math* strategies explored in workshops and in-service sessions attended by all math teachers of St. Paul's.

Accelerated Math is used throughout the curriculum to help students master basic computational and procedural skills, enabling students to make connections among these skills to facilitate problem solving. *Accelerated Math* exercises are individualized as the computerized program assesses the skills each student needs to continue to practice, based upon previous assessments. This enables each student to establish goals and experience success when achieving personal goals and slow down or accelerate the pace of instruction.

Importance has been placed upon the need to address the successful development of basic math skills as soon as the need arises. To address this need, a free Math Camp has been implemented for an hour each day after school. Attendance of this camp is required of those students experiencing difficulty with basic math skills in grades three, four, and five. Those students targeted with scores of 60% and below in math on the *ITBS* are also required to attend. In addition, any student scoring in the 60th percentile or lower on the *ITBS* test is encouraged to attend a summer math camp and also has a take-home packet for continued summer practice.

Pre and post tests are given by classroom teachers to determine how best to address student needs in the classroom, thus reducing the amount of time spent teaching students concepts already learned.

The *Sadlier Pre-Algebra* course is an introduction to and preparation for Algebra I. The *Glencoe Algebra I* textbook is used for instruction in the 8th Grade. St. Paul's ultimate goal is to make sure every graduate leaves prepared to advance to Algebra I or a more advanced level of mathematics at the 9th Grade level.

4. Additional Curriculum Area:

Technology

Graduates of St. Paul's achieve academic excellence in computer education with advanced skills in the use of *Microsoft Office Suite* (word processing, data base, spreadsheets, and power-point). Time allotted for students within the computer lab accounts for a portion of the minutes required for student access to computer instruction: Kindergarten attends computer classes 30 minutes per week, and grades one through eight for 45 minutes per week. This direct instruction enables students to utilize the many technologies available in the classrooms and helps students learn how to safely navigate the internet. In addition, students of St. Paul's have access to *Accelerated Math* and *Accelerated Reader* programs in the classrooms.

Students in middle school also utilize the 32-laptop mobile lab when working with novel packets and the *Criterion Writing* program in language arts to create E-Portfolios and in Social Studies by using interactive sites to locate states, capitols, countries, and continents. Teachers monitor student access to the internet and web-based instructional activities within the classroom. Social, ethical, legal, and human issues surrounding the use of technology are covered at each grade level and students are taught the importance of applying this knowledge in practice. An FBI agent specializing in computer crimes and internet child stalkers visited the classrooms to talk with middle school students about internet safety.

Teachers and students are able to interact with *Smart Boards* in every classroom. In addition, students benefit from the teachers' use of *United Streaming* educational segments for all subject areas as well as *Brain Pops*, *Quizlet.com*, *Photo Story 3*, *Catholic Resource*, *Enchanted Learning* and virtual internet sites to bring real-life scenarios into the classroom. Through the use of document cameras, students are able to view storybooks, homework, worksheets and more via the big screen. Students in middle school may choose to learn how to use the digital camera to become yearbook photographers. Movie making has also been a highlight for some students in an optional technology class.

The integration of technology in all subject areas has been very effective. The computer teachers work closely with classroom teachers to help provide internet resources related to classroom units and provide individual teacher training to incorporate technology into the classroom. As a result, teachers use *Smart Boards*, *Senteo Response Systems*, document cameras, scanners, digital cameras, *Accelerated Math*, *Accelerated Reader*, *Criterion Writing* program and web-based technologies.

5. Instructional Methods:

St. Paul's Catholic School successfully aligns instruction with the goals and expectations for student learning. Curriculum and assessment can easily adapt to fit the needs of different learning styles as teachers offer new knowledge in a variety of approaches. Additional staff members aid in intervention and acceleration, working in the following areas: teaching assistants in grades K through 5, and separate instructors in library media skills, academic coach (middle school), reading enrichment (elementary), computer technology, Spanish language, art, music, drama, and physical education.

In the early childhood programs, teachers act as facilitators of new experiences and students have opportunities to engage in activities that are multi-sensory and open-ended. When the K-2 grades are studying another culture or country, students enjoy food and music from that country, and are even able to identify it on a map. When studying plants, students plant the seeds, draw a picture of the plant, and read stories about plants. Teachers in the primary grades provide time and opportunities for students to explore, create, question, and gain experience through learning. A firm basis in phonics starts the reading process in kindergarten and students are encouraged to start reading aloud to parent volunteers and 7th grade mentors.

Writing across the curriculum, peer editing, critical thinking, problem solving, and working in small groups enhance learning in the intermediate grades. Multiple learning strategies are used to reach objectives and students are encouraged to develop creative problem solving skills. Students and teachers establish and monitor goals to guide individual instruction and reinforce the development of the independent learner. The middle school teachers work together to create cross-curriculum assignments. For example, in an Olympics themed section, math classes were calculating athlete statistics, social studies classes were presenting home countries of the athletes, while in English the students were writing a paper about a favorite Olympic athlete.

Teachers at all levels work to differentiate learning methods to accommodate the various learning styles of students. Listening stations to aid the foreign language students, document cameras displaying pages of story books on the big screen, *Smart Boards* providing interactive student instruction, use of manipulatives, *United Streaming* video presentations, lab work, and demonstrations are just a few of the many teaching methods used in the classroom.

6. Professional Development:

The faculty and staff of St. Paul's are life-long learners who understand and value the importance of continuing education. The administration supports the faculty in its endeavors to increase knowledge and teaching skills in a variety of areas including: best practices, technology, mathematics, writing skills, and 21st century teaching skills. Teachers attend classes, seminars, and workshops throughout the year both in and out of state. The administration provides on-site professional in-service opportunities three-four times per year. Teachers are continuously notified of in-service opportunities and are encouraged to attend these sessions. Between 2005-2010, teachers and staff have attended over 60 professional development workshops, and in-service sessions. Teachers amass well over the required number of Master In-service points for teacher certification renewal. These workshops have been instrumental in helping teachers to implement *Singapore Math* strategies, handwriting skills, writing skills, small group instruction, *Accelerated Reader*, and *Accelerated Math* goal-setting programs.

The administration has also supported two teachers pursuing administrative internships and graduate degrees in Educational Administration in the *Alliance for Catholic Leadership Program* at the University of Notre Dame.

In order to effectively use the LCD projectors, document cameras, *Smart Boards*, and interactive *Senteo Response Systems*, workshops utilizing the services of professional trainers have been ongoing. In addition, the school's network administrator continually offers mini-workshops to help teachers implement technology in the classroom and enhance lesson plans.

Realizing the importance of school climate, a team of five teachers participated in the three-year Duval County Foundations Training enabling SPCS to develop common expectations across all grade levels as well as school-wide guidelines for success. As a follow-up, SPCS hosted the *CHAMPS* (conversation, help, activity, movement and participation) Classroom Management Training Workshop for diocesan

schools. The workshops fostered a safe, secure and happy school environment. In addition, students and teachers attended Diane Catlinn's Manners 101 Workshop. SPCS began to see results immediately and followed up with a daily "Manners Minute" broadcast to all students and faculty during the morning announcements.

Faculty members thrive as a professional learning community. Teachers attend departmental meetings throughout the year to discuss and share ideas. Topics of books reviewed for the 2010-2011 school year include 21st century teaching and learning skills, integrated and differentiated instruction and understanding by design, and the *Six Traits of Writing*. These resources are being used to help develop the school improvement plan for the next seven years.

7. School Leadership:

The leadership structure and philosophy of SPCS is based upon Wilma Smith and Richard Andrews' four dimensions of an instructional leader: resource provider, instructional resource, communicator and visible presence.

As a resource provider, the necessary classroom materials, facilities, and budget allocations are key to achieving success in the classroom. In 2008, the administration introduced the concept of the World Café', where parents, teachers and the administration participated in seven round table discussions, (Organizational Structure/Policies, Spiritual Life, Academics, Student Life, Facilities and Equipment, Marketing, and Development) highlighting the strengths and areas in need of growth in each category. During the 2008-2009 school year the long range planning committee completed the process by preparing a formal long-range plan document. This has been the blueprint which has successfully provided direction and guided budgetary allocations. In the fall of 2010 the entire faculty, 100 randomly chosen parents, and 65 students participated in a series of questionnaires to continue to collect data about what is working or not working, and whether SPCS long range planning is on track.

As an instructional resource, the administration is determined to continue to improve the status of SPCS by collecting and studying data about the student population, and responding to that data. Countless hours are spent researching methods to better prepare the teachers for any new challenges in the classroom. Attendance of in-service professional development workshops, and encouraging teacher-leaders to take the role of workshop facilitators and mentors, creates an environment modeling the importance of life-long learning. The elected school board represents the voices of parishioners and parents in the planning and advisory aspects of school management.

As a communicator, clear goals for the school provide the focus required to enhance student achievement. There is an open-door policy for staff, faculty, and parents, and it is widely known that the administration is open and supportive of new ideas. In addition, the administration is quick to praise when praise is due, and expresses gratitude for the jobs well done.

As a visible presence, the administration can be found in the classroom, hallways, and carpool as well as all the school events and activities. Not an evening or after-school event goes by without the supportive presence of the principal or assistant principal. The pastor is also visible at all school events and often casually visits classrooms. The pastor provides a strong spiritual presence to the staff, students, and parents.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV126

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3590</u>	<u>\$3590</u>	<u>\$3590</u>	<u>\$3590</u>	<u>\$3590</u>	<u>\$3590</u>
K	1st	2nd	3rd	4th	5th
<u>\$3590</u>	<u>\$3590</u>	<u>\$3590</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4735

5. What is the average financial aid per student? \$1145

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	78	76	74	72
Number of students tested	59	57	63	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	89	81	85	85	83
Number of students tested	59	57	63	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002
Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	86	84	81	82
Number of students tested	57	61	61	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	89	89	87	87
Number of students tested	57	61	61	59	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher:
Riverside

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	81	81	81	84
Number of students tested	58	57	62	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher:
Riverside

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	85	85	86	90
Number of students tested	58	57	62	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	72	74	73	79	71
Number of students tested	61	63	56	62	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	76	75	86	86	78
Number of students tested	61	63	56	62	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002
Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	78	78	79	81
Number of students tested	55	59	61	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002 Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	83	80	81	84
Number of students tested	55	59	61	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher:
Riverside

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	84	81	82	91
Number of students tested	51	59	60	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C, 2005 / Form A, 2001-2002

Publisher: Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	85	81	84	83
Number of students tested	51	59	60	60	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV126